



**School Committee
Meeting Book**

**October 5, 2016
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**October 5, 2016 7:00pm
Town Hall—Selectmen's Meeting Room**

- | | | |
|-------|---|-------------|
| I. | Public Participation | |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. SHS Athletics: Student Presentation | 7:10 – 7:30 |
| | B. Athletics: Annual Report | 7:30 – 7:50 |
| | C. Concussion Statistics: Annual Report | 7:50 – 8:05 |
| | D. Nursing Services: Annual Report | 8:05 – 8:25 |
| | E. Rep. Hannah Kane: Legislative Update | 8:25 – 8:50 |
| V. | Curriculum | |
| VI. | Policy | |
| | A. Charter School State Ballot Question: Vote on Position | 8:50 – 9:00 |
| VII. | Finance & Operations | |
| | A. Fiscal Year 2018: Review Draft of Fiscal Priorities & Guidelines | 9:00 – 9:10 |
| VIII. | Old Business | |
| IX. | New Business | |
| X. | Approval of Minutes | 9:10 – 9:15 |
| XI. | Executive Session | |
| | A. For the purpose of discussing negotiations with the Shrewsbury Education Association, Unit B | 9:15 – 9:30 |
| XII. | Adjournment | 9:30 |

Next regular meeting: October 19, 2016



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 10/5/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Dr. B. Dale Magee, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Canzano, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:**
A. SHS Athletics: Student Presentation

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation from students on Shrewsbury High School Athletics?

BACKGROUND INFORMATION:

1. The athletics program at Shrewsbury High School is an important element of many students' educational experience. Several student athletes will discuss the impact that participation in athletics has had for them and their fellow students.

ACTION RECOMMENDED:

That the School Committee hear the presentation and take such action as it deems in the best interest of the school system.

STAFF/STUDENTS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Jason Costa, Director of Athletics
Joan Laramée, Grade 12 Student-Athlete
Matt Ward, Grade 12 Student-Athlete



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
B. Athletics Annual Report**

MEETING DATE: 10/5/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an annual report on Shrewsbury Athletics for 2015-16?

BACKGROUND INFORMATION:

1. Each fall the athletic director presents a report to the School Committee that summarizes athletic participation, achievements, and budget during the previous year.
2. The 2015-2016 year was highly successful. More importantly, the athletics program provided a variety of outstanding experiences that helped student-athletes develop their athletic, teamwork, and leadership skills.
3. The report is enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Jason Costa, Director of Athletics

**Shrewsbury High School
Athletic Report
2015-16**



**Presented to the School Committee
October 5, 2016**

**Todd Bazydlo, Principal
Jason Costa, Athletic Director**

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Overview of 2015-16

Programming

Shrewsbury High School continues to offer a diverse range of sports for the student body averaging 419 athletes per season. The Athletic Department supports 31 different sports, which account for 60 teams and approximately 700 contests played this past year. In 2015-2016, our coaching staff maintained 70 positions at the high school level. SHS continued to offer and support the Unified Track program for a third year and Unified Basketball for the first time

The Unified Track team consists of 25 regular and special education students competing against other Central Massachusetts schools with the Unified Basketball having about 15 members on the team. Currently, there are 17 schools in the Midland-Wachusett League that offer Unified sports. The first two years of SHS Unified Track program were subsidized by the Massachusetts Special Olympics. The grant for Unified Track team has expired and the Athletics Department is partnering with the Special Education Department to support the continued funding of the program.

Our middle school program consists of 7 coaches and we offer boys' and girls' cross-country and basketball that provided athletic opportunities for approximately 180 students.

Highlights

The Athletic Department provided the same quality programming in our ninth year with athletic fees. This was made possible by combined financial support from the school budget as well as the SHS Boosters Association, Friends of Shrewsbury Crew, various organizations and the sponsorship program. The community support for athletics continues to be strong. Highlights from this past year include:

- 26 out of 31 teams qualified for postseason play.
- League Championships
 - Cheerleading
 - Boys' Cross Country
 - Gymnastics
 - Girls' Ice Hockey
 - Boys' Ice Hockey
- District Finalist
 - Baseball
 - Girls Tennis
- Advanced to the Division 1 State Championship
 - Gymnastics-3rd Place

II. Teams, seasons, levels and contests

During the 2015-16 school year, Shrewsbury High School offered a total of 31 competitive sports to the student body. There were 60 teams that participated at various levels of play ranging from freshman level to varsity level and athletes competed in over 700 contests throughout the school year. Our coaching staff totaled 70 stipended positions (with an additional 29 volunteer positions). The Athletic Department contracts with a part-time trainer for each of the three seasons.

Sports Offered/Levels of competition (Varsity, Junior Varsity, and Freshmen)

Fall Season

Boys' Sports

Football (V, JV, FR)
Soccer (V, JV)
Golf-Coed (V, JV Club)
Cross Country (V)
Crew (V, Novice)

Girls' Sports

Cheering (V, JV)
Soccer (V, JV)
Golf-Coed (V, JV Club)
Cross Country (V)
Crew (V, Novice)
Field Hockey (V, JV)
Volleyball (V, JV)

Winter Season

Basketball (V, JV, FR)
Swimming-Coed (V)
Track (V)
Ice Hockey (V, JV)
Skiing-Coed (V)

Basketball (V, JV, FR)
Swimming-Coed (V)
Track (V)
Ice Hockey (V)
Skiing-Coed (V)
Gymnastics (V)
Cheering (V, JV)

Spring Season

Boys' Sports

Track (V)
Tennis (V)
Baseball (V, JV)
Crew (V, Novice)
Lacrosse (V, JV)

Girls' Sports

Track (V)
Tennis (V)
Softball (V, JV)
Crew (V, Novice)
Lacrosse (V, JV)

III. Comparative Data Information Sheet

Programming and Participation

The following tables show five-year overview of programming and participation. (**Note:** numbers in brackets indicate the number of girls on a co-ed team.)

Number of sports offered:	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
Boys	15	15	15	15	15
Girls	19	19	19	19	19
Number of teams offered:					
Boys	26	26	26	26	26
Girls	31	31	31	31	31
Number of athletes per season:					
Fall	458 (+7)	450 (-8)	461 (+11)	477 (+16)	483 (+6)
Winter	376 (+8)	325 (-51)	295 (-30)	348 (+53)	378 (+30)
Spring	<u>401 (-24)</u>	<u>384 (-17)</u>	<u>398 (+14)</u>	<u>430 (+32)</u>	<u>421 (-9)</u>
<i>Total</i>	<i>1235 (-9)</i>	<i>1159 (-76)</i>	<i>1154 (-5)</i>	<i>1255 (+101)</i>	<i>1282 (+27)</i>

Number of one, two, and three sport athletes:

One-sport athletes - 355 students
 Two-sport athletes - 270 students
 Three-sport athletes -129 students
 Total number of athletes=754 students

754 student-athletes represents 46% of the Shrewsbury High School's population.

Participation of athletes by sport:	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
Football - Boys	103	95	100	87	100
Fall Crew - Boys	35	38	43	50	46
Fall Crew - Girls	43	48	50	39	42
Soccer - Boys	42	44	44	45	40
Soccer - Girls	46	44	47	50	39
X-Country - Boys	34	29	36	41	46
X-Country - Girls	32	32	24	35	36
Golf - Co-Ed	21 [1]	18 [2]	20 [2]	17 [1]	18 [1]
Fall Cheering - Girls	31	27	21	29	34
Field Hockey - Girls	37	31	34	40	38
Volleyball - Girls	33	42	40	43	43
Basketball - Boys	44	45	40	37	37
Basketball - Girls	36	38	38	29	29
Indoor Track - Boys	65	53	47	87	81
Indoor Track - Girls	66	50	37	53	72
Swimming - Co-Ed	10 [21]	10 [17]	8 [14]	8 [14]	15 [16]
Ice Hockey - Boys	54	41	44	44	42
Ice Hockey – Girls	22	25	21	17	21
Skiing - Co-Ed	8 [6]	6 [7]	6 [9]	5 [9]	6 [10]
Gymnastics - Girls	13	10	10	17	15
Winter Cheering	31	23	21	28	34
Spring Track - Boys	70	79	87	92	86
Spring Track - Girls	75	69	61	71	76
Tennis - Boys	14	11	13	10	10
Tennis - Girls	12	12	11	15	16
Baseball - Boys	37	32	35	36	33
Softball - Girls	29	29	28	30	32
Lacrosse - Boys	45	38	39	41	42
Lacrosse - Girls	39	34	37	40	38
Spring Crew - Boys	41	36	44	53	47
Spring Crew - Girls	39	44	43	42	41

SHS Percentage of Participants by Grade Level
(# of Athletes by grade/total athletes by season)

	<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
B. Crew	0	8	15	15	8	46
G. Crew	0	12	8	10	12	42
Football	0	31	27	23	19	100
B. X-Country	0	11	14	11	10	46
G. X-Country	0	9	14	3	10	36
Field Hockey	0	5	14	12	7	38
Cheerleading	0	16	12	3	3	34
Golf	0	4	3	7	5	19
Volleyball	0	19	7	10	7	43
B. Soccer	0	15	11	12	2	40
G. Soccer	0	13	13	7	6	39
	0	143	138	113	89	483

Fall %	0	30%	29%	23%	18%	100%
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(Athletes grade/total athletes)

	<u>Grade</u> <u>7+8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
B. Basketball	0	13	12	10	2	37
G. Basketball	0	13	10	3	3	29
B. Ice Hockey	0	10	15	8	9	42
G. Ice Hockey	2	5	8	2	4	21
B. Ski	0	1	1	2	2	6
G. Ski	0	2	3	3	2	10
B. Swim	0	4	2	8	1	15
G. Swim	0	4	7	2	3	16
Cheerleading	0	16	12	3	3	34
G. Track	0	32	18	13	9	72
B. Track	0	18	29	25	9	81
Gymnastics	<u>0</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>15</u>
	2	119	121	82	54	378

Winter % **1.00%** **31%** **32%** **22%** **14%** **100%**

(Athletes grade/total athletes)

	<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
B. Lacrosse	0	11	16	9	6	42
G. Lacrosse	0	8	18	8	4	38
Baseball	0	10	10	7	6	33
Softball	0	8	13	4	7	32
G. Tennis	0	5	7	1	3	16
B. Tennis	0	2	3	3	2	10
B. Track	0	30	23	23	10	86
G. Track	0	27	24	11	14	76
B. Crew	0	7	16	15	9	47
G. Crew	<u>0</u>	<u>10</u>	<u>13</u>	<u>7</u>	<u>11</u>	<u>41</u>
	0	118	143	88	72	421

Spring % **0%** **28%** **34%** **21%** **17%** **100%**

(Athletes grade/total athletes)

	<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
2015-16	2	380	402	283	215	1282
%	1%	30%	31%	22%	17%	100%

% of Athletes by Season & grade

(# of Athletes by grade/Class enrollment)

	Total students	Fall	Winter	Spring
Class of 2019	380	38%	31%	31%
Class of 2018	402	34%	30%	36%
Class of 2017	283	40%	29%	31%
Class of 2016	215	41%	25%	33%

Team records by sport

	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
Golf	15-3	14-4	14-4	13-5	11-6
Football	4-7	5-7	9-3	6-5	4-7
Fall Crew- Boys	Top 25%	Top 25%	Top 50%	Top 50%	Top 25%
Fall Crew - Girls	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Soccer - Boys	10-7-2	7-10	8-9-2	15-4-1	4-6-9
Soccer - Girls	12-3-2	10-6-4	8-8-4	6-10-2	2-13-3
X-Country - Boys	8-0	5-2	5-1	5-1	4-2
X-Country - Girls	7-0	3-3	2-3	2-3	6-2
Field Hockey	10-4-6	18-4	16-4-2	10-9-2	4-10-4
Volleyball	9-10	12-8	13-8	15-6	15-7
Basketball - Boys	4-16	7-13	5-15	11-10	11-10
Basketball - Girls	18-4	11-10	14-8	8-12	5-15
Indoor Track - Boys	5-3	6-1	5-2	5-1	3-2
Indoor Track - Girls	6-2	5-1	5-1	4-1	4-1
Swimming	4-8	8-3	2-8	5-5	6-5
Ice Hockey-Boys	10-10-1	14-5-2	21-2-1	17-5	18-2-1
Ice-Hockey-Girls	9-6-5	11-9-1	13-7-3	13-6-3	11-6-4
Skiing-Boys	N/A	N/A	14-26	25-15	28-4
Skiing-Girls	N/A	N/A	32-13	30-9-1	29-7
Gymnastics	9-5	6-6	12-0	15-0	14-1
Spring Track - Boys	4-4	5-2	4-3	6-0	4-2
Spring Track - Girls	5-3	5-1	4-3	4-2	5-2
Tennis - Boys	14-4	13-4	12-6	9-8	12-7
Tennis - Girls	13-5	17-3	17-4	13-3	16-3
Baseball	13-9	14-8	12-9	16-7	15-7
Softball	16-5	13-8	13-9	13-9	15-7
Spring Crew - Boys	Top 25%	Top 25%	Top 50%	Top 50%	Top 25%
Spring Crew - Girls	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Lacrosse - Boys	11-9	17-6	20-5	16-6	8-12
Lacrosse - Girls	12-8	17-6	15-7	8-12	8-12

Numbers of student-athletes selected to All-Stars

	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
League / Conference [MVP's]	99	95 [5]	99 [4]	90 [2]	60 {2}
T&G	20	34	58	25	19
Central Mass	17	23	20	22	14
All-State	3	1	5	6	1
All-New England	1	1	3	1	1
All-American	0	1	4	1	0

2015-16 Championship Teams**Fall**

- Boys' X-Country Midland-Wachusett League "A" Champions
- Cheerleading Midland-Wachusett League "A" Champions

Winter

- Girls' Ice Hockey CMASS/GEMIHLL League Champions
- Gymnastics Midland-Wachusett League "A" Champions, State Finalists
- Cheerleading Midland-Wachusett League "A" Champions
- Boys' Ice Hockey Auburn Tournament Champions, Coughlin Conference Champions

Spring

- Girls' Tennis District Finalists
- Baseball Midland-Wachusett League "A" Champions, District Finalist
John Ahearn Memorial Tournament Champions
- Boys and Girls Crew Mahoney Cup Champions

Class of 2016 Collegiate Participants

- 7 members (2 male and 5 Female) of Class of 2016 signed National Letters of Intent (NLI) to participate in NCAA athletics. The student-athletes signed NLIs in the following sports: cross country, football, track and field, golf, lacrosse, and soccer.
- Additionally, 15 student-athletes from the Class of 2016 reported that they would participate in NCAA athletics for the 2016-2017 school year.

IV. Athletic Administration and Support Groups

Athletic Administration

- **Middle School Program** Last year Oak Middle School provided cross-country in the fall for both boys and girls. Both teams had a successful season and had over 100 runners participating in the program and competed in a 6 meet schedule. During the winter season, basketball was offered for boys and girls with each team averaging 24 athletes. Both basketball teams continue to be very competitive and each completed an 18 game schedule. The excitement and energy generated on the cross-country course and on the basketball court was outstanding.
- **Coaches' Education** The landscape of coaching high school athletics is becoming more complex as there are numerous mandates to complete prior to coaches working with student-athletes. New coaches are required by the MIAA to complete the state coaches' education course. The course reviews and outlines expectations and responsibilities of being a coach. Coaches also have to complete a concussion course to help assist them in identifying students who may have suffered a concussion. Lastly, all coaches are required to be certified in CPR, First Aid and AED. The addition of these mandates has added to the complexity of managing the Athletic Department. The training is important to help our coaches support our student-athletes, however the trainings create additional logistics of managing requirements, coordinating and offering programming, and has increased the financial burden of coaches and the athletic department paying for these trainings.
- **Athletic Internship** SHS offers student internships in the athletic program throughout the school year. Students can be assigned to assist the athletic director, work with an individual team as manager/statistician, or work with the Athletic Trainer to develop a baseline understanding of sports medicine. Students receive 2.5 credits per semester for their work. Internships have provided outstanding opportunities for students to investigate and experience working in an Athletic Department. During the 2015-16 school year, we had 11 students participate in the Athletic Internship program.
- **Student Leadership** Each year the athletic department works to promote and develop student leaders in our community. The Athletic Director works in close partnership with the MIAA, school administration, school counseling department, and the coaching staff to provide opportunities for student-athletes to develop their leadership capacity. Below is a list of events that students attend with the Athletic Director.
 - **SHS Captains Workshop**-Each summer the Captains of each sport are required to attend a 4-hour leadership workshop at SHS. The workshop reviews expectations for Captains, conducts teambuilding activities, helps develop student leader communication with coaches and teammates, and captains participate in scenarios and simulations that require thinking quickly and critically when faced with a dilemma.
 - **SHS Leadership Training**- Shrewsbury High School teamed up with Algonquin Regional High School for two-day leadership training. 20 Shrewsbury High School sophomores and juniors participated in various leadership simulations and scenarios.
 - **MIAA programming** –The Athletic Director provides students opportunities to attend the following programming sponsored by the MIAA and typically accompanies student-athletes to these events.
 - Student Ambassador-Midland-Wachusett League
 - Sportsmanship Summit- Gillette Stadium
 - New England Student Leaders Conference-Stonehill College
 - National Girls and Women in Sports Day-TD Garden

- Midland-Wachusett League Community Service Event-Community Harvest, Grafton

- **Evaluation of Coaches** All head coaches are evaluated annually by the Athletic Director. Coaches are required to fill out a reflection sheet and then meet with the Athletic Director at the conclusion of the season. The Athletic Director then completes and shares the written evaluation with the head coach. Head coaches evaluate the performance of Assistant Coaches and share their findings with the Athletic Director. (See Appendix A)
- **Coordinate and manage visits of college recruiters** Numerous college recruiters contact the Athletic Department in order to schedule meetings with student-athletes. The Athletic Director manages all recruiting visits with student-athletes. Coaches and/or the Athletic Director attend these meetings with students and representatives from colleges and universities.
- **Pre-season meetings** Prior to the start of each season, student-athletes and their families are required to attend a pre-season meeting with the Athletic Director (3 per year). The meetings last approximately 45 minutes and review the expectations for student-athletes and their parents. Additionally, the Athletic Trainer conducts concussion education and the procedures utilized in the event of an injury. Coaches meet with individual programs to go over program expectations with parents and athletes.
- **Awards Night** The Athletic Department conducts its annual awards night each June. The ceremony recognizes the achievement of each team and outstanding individual accomplishments. The entire coach staff attends the event to celebrate the conclusion of the school year and meet one last time with members of their team.

Support Groups

- **Shrewsbury High School Athletic Boosters Association**
This past year has been a very active year for our parent-run SHS Athletic Boosters Association. Their primary functions are to raise funds to support athletic programming, foster overall spirit for SHS sports teams, organize parent volunteers to provide support for contests, provide post contest-refreshments for athletes, and help coordinate end of the season banquets for individual teams to bring formal closure to their season. In addition, the Athletic Boosters Association has provided funding for replacement uniforms and equipment. The athletic program is very appreciative for the parental support it receives. The Athletic Department will continue to partner and work with the dedicated parent volunteers to help support and maintain a quality athletic program.

The SHS Athletic Boosters Association held monthly meetings during the year. The 2015-16 school year marked the ninth year in which all athletic teams at Shrewsbury High School became members of the SHS Boosters Association. One of the boosters' primary functions is to raise money in order to help provide student-athletes equipment and materials not covered through the appropriated budget. They continue to provide funding for uniforms, equipment, senior scholarships, athletic fee scholarships, athletic awards, and other athletic needs by holding three major fundraisers each year. In the fall, the annual "Gold Card" fundraiser brings in approximately \$35,000 each year. Between the Boosters' seasonal fundraisers, the annual golf tournament, and hosting USA Gymnastics events, the group was able to assist with the provisions needed to maintain an athletic program. This past year the Boosters Association contracted with Gale Associates to conduct an evaluation of the outdoor athletic complex and developed recommendations for improvements to the facility.

- **Corporate Donations/Sponsorships**

Last year the athletic department received a \$20,000 donation from Central One Federal Credit Union. The donations were used to supplement funds that were cut during previous budget cycles. As a result, Shrewsbury was able to maintain its complete program of offerings for student athletes.

- **Friends of Shrewsbury Crew**

Financial need and increased participation led to a need for an additional source of funding for the crew program. The Friends of Shrewsbury Crew purchases specific pieces of equipment, including costly shells. The athletic program is very appreciative of all that FOOSC does to benefit the athletes within the crew program.

V. Athletic Financials 2015-16

Fees 2015-16

The fall of 2015 marked the tenth year of athletic fees. The fee structure and registration process was explained at the *Parent/Athlete Nights* held at the beginning each season for the 2015-16 school year. Athletes and parents were informed that all fees, medical and permission forms were due to the Athletic Department on a specified date. There were 8 athletes who were unable to pay the athletic fee due to hardships. This was a decrease of 8 from the year before. The Boosters Association and private donations sponsored these students. Students who decided not to participate or were cut from a sport had checks mailed back to them when rosters were turned into the Athletic Office.

Athletic Fee Totals

Athletic Fees 15-16

Fall Sports	Amount Collected	Winter Sports	Amount Collected	Spring Sports	Amount Collected	
Cheerleading	\$9,570	Cheerleading	\$8,145	Baseball	\$7,860	
B. Cross Country	\$12,810	B. Indoor Track	\$18,815	B. Crew	\$11,360	
G. Cross Country	\$9,595	G. Indoor Track	\$17,270	G. Crew	\$8,245	
B. Crew	\$13,075	B. Basketball	\$8,470	B. Lacrosse	\$7,930	
G. Crew	\$10,020	G. Basketball	\$8,120	G. Lacrosse	\$8,535	
Field Hockey	\$9,910	B. Ski Team	\$1,450	B. Tennis	\$2,030	
Football	\$23,100	G. Ski Team	\$2,610	G. Tennis	\$4,640	
Golf	\$4,985	B. Swim Team	\$3,770	B. Track	\$16,960	
B. Soccer	\$10,225	G. Swim Team	\$4,650	G. Track	\$17,480	
G. Soccer	\$10,730	B. Ice Hockey	\$10,780	Softball	\$8,065	
Volleyball	\$10,814	Gymnastics	\$3,485			
		G. Ice Hockey	\$4,955	*Additional 12,234.80 collected from Co-Op school districts		
Total	\$112,024		\$92,520		\$93,105	Grand Total
						\$309,883.80

Athletic Revenue and Expenses 2015-16

REVENUE:

Appropriations:

Transportation	\$86,700.00
Insurance	\$3,607.00
R+M Equipment	
Reconditioning	\$15,300.00
Athletic Uniforms & Equipment	\$21,684.00
Doctor's Fees	\$918.00
Professional Development	\$1,372.00
Dues/Memberships	\$12,750.00
Facility Rental	\$36,000.00
Athletic Trainer Contract	\$41,500.00

Subtotal Appropriations	\$219,831.00
Gate Receipts	\$43,940.00
Athletic Fees	\$324,440.88
TOTAL REVENUE:	\$573,654.80

EXPENSES:

Coaches' Salaries	\$302,362.33
Officials, Gameday Expenses (ticket sellers, site supervisors, announcers)	\$43,527.50
Transportation	\$109,186.69
Insurance	3,536.00
R+M Equipment	
Reconditioning	\$18,627.78
Athletic Uniforms & Equipment	\$19,370.03
Doctor's Fees	\$900.00
Professional Development	\$2,553.25
Dues/Memberships	\$7,015.24
Facility Rental	40,227.23
Athletic Trainer	\$48,417.05
Athletic Medical Supplies	\$4,000.00
TOTAL EXPENSES:	\$599,723.31

VI. Future Considerations

The Shrewsbury High School Athletic program provides significant opportunities for student-athletes and significantly contributes to our positive school culture. As we reflect upon the program, we have identified areas that need to be considered as we move forward. Below are five areas in need of consideration:

1. Athletic Trainer-Add the athletic trainer as a SPS full time employee to help ensure continuity of service and communication to student-athletes, families and school's health office. Ensure quality control in the management of complex state and federal reporting mandates. MIAA is looking to mandate this for 2017-18.
2. New Uniforms-Work on developing a regular refurbish or replacement schedule for school uniforms.
3. Increase Freshman Athletic Offerings-Consider adding more opportunities for freshmen athletes.
4. Improvement to Athletic Facilities-Partner with booster and community groups, local businesses, and alumni in order to raise \$1 million towards the renovation and improvement of the athletics infrastructure at Shrewsbury High School.

VII. Conclusion

The Shrewsbury Athletic Program cultivates social and emotional well-being of our students. By participating in sports, the students-athletes learn essential skills that they will use throughout the rest of their lives. Some of the skills include teamwork, responsibility, and perseverance. We hope to continue to build upon our program and offer the best opportunities to showcase our student-athletes talents.

Supervision and Evaluation: Shrewsbury High School Coaches



Jay Costa
Athletic Director
Shrewsbury High School
64 Holden Street
Shrewsbury, MA 01545

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Coach's Code of Ethics

1. The function of the coach is to educate students through participation in interscholastic competition. It is recognized that there are benefits from participation in athletics that cannot be duplicated in the classroom. Interscholastic programs are designed to enhance academic achievement and increase opportunities for academic success. Each student-athlete will be treated with respect, and his or her welfare will be uppermost at all times.
2. The coach is aware that he or she has tremendous influence on the education of a student-athlete and, thus, instilling the highest ideals of character shall be placed above the value of winning.
3. The coach shall uphold the honor and dignity of the profession. In all personal contact with student athletes, officials, athletic directors, school administrators, the MIAA, the media, parents and the public, the coach shall set an example of the highest professional, ethical and moral conduct.
4. The coach shall take an active role in encouraging all athletes to stay in compliance with the Shrewsbury High School Athletic Code and Student Handbook.
5. The coach shall not use alcohol or tobacco products when in a coaching or supervising role.
6. The coach shall promote the entire interscholastic program of the school and direct his or her program in conjunction with the total school program.
7. The coach shall master the contest rules and teach them to his or her team members.
8. The coach shall exert his or her influence to enhance good sportsmanship and school spirit.
9. The coach shall respect and support contest officials. The coach shall avoid conduct that would incite players or spectators against the officials. Public criticism of officials is unethical.
10. A coach shall not exert pressure on faculty members to give student athletes special considerations.

Supervision and Evaluation: Criteria

- Coaches will receive Evaluation packets before the end of their respective seasons from the Athletic Director.
- All coaches, at all levels (Varsity, JV, Freshmen and Middle School) will be required to fill out the Annual Performance Review and the Coach's Self-Reflection form within 20 days of the end of the season.
- All Assistant Coaches at all levels will meet with the Head Varsity Coach within 30 days of the end of the season to go over their Evaluation forms.
- Once the Varsity Head Coach meets with his coaches, all Varsity Head Coaches will meet with the Athletic Director within 30 days of the end of the season to go over their Evaluation forms as well as their assistant coaches.
- If it is found that any coach "Needs Improvement" at any level, a separate meeting will be scheduled with the Athletic Director, Varsity Head Coach and coach in need of improvement to discuss the situation and collaboratively develop a plan for improvement. Twice during the next season, the coach will meet with the Head Coach to monitor progress made on the plan of improvement.
- If it is found that any Varsity Head Coach "Needs Improvement", a separate meeting will be scheduled with the Athletic Director, Principal and Varsity Head Coach to discuss the situation and collaboratively develop a plan for improvement. Twice during the next season, the Head Coach will meet with the Athletic Director to monitor progress made on the plan of improvement.

Shrewsbury High School

Coaching Standards

<i>Standard</i>	<i>The Coach is someone who:</i>
Standard 1: The coach communicates well.	1.1 Communicates with athletes, parents, other coaches, and Principal. 1.2 Promotes professional communication with parents. 1.3 Fosters accurate and balanced communication with news personnel. 1.4 Shows self-control and poise in all areas related to coaching responsibilities. 1.5 Provides an atmosphere for open dialogue with student athletes.
Standard 2: The coach knows how to organize an athletic environment.	2.1 Provides an adequate system for management of equipment. 2.2 Cooperates with Principal in regards to completion of responsibilities.
Standard 3: The coach is knowledgeable of the sport they are coaching.	3.1 Is well versed and knowledgeable in matters pertaining to their sport. 3.2 Abides by event regulations including district, conference, state (MIAA) and national rules. 3.3 Keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities).
Standard 4: The coach is able to identify and apply ethical conduct in their sport.	4.1 Maintains self-control in the competitive arena, providing an example of sporting behavior. 4.2 Uses ethical means of motivation. 4.3 Enforces training rules, codes, eligibility, and MIAA policies.
Standard 5: The coach provides a safe environment for practices and competitions.	5.1 Appropriately supervises the student athlete in locker rooms, training areas, and while being transported. 5.2 Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety. 5.3 Understands the potential for injury and recognizes the importance of first aid, injury policies, and working with medical professionals, including athletic trainer.

Shrewsbury High School

Coach's Self-Reflection Form

Name of Coach	Sport	Level
Date		

As you prepare for your annual performance review meeting, please fill this out and bring it to your meeting. *This document remains the property of the coach.*

Rating Scale	(3)	Performance Above Expectation			
Meets Expectation		(2)	Performance	BELOW EXPECTATION	MEETS EXPECTATION
Below Expectation		(1)	Performance	BELOW EXPECTATION	ABOVE EXPECTATION

STANDARD 1: I COMMUNICATE WELL.

- | | | | |
|---|----------------------------|----------------------------|----------------------------|
| 1.1 Communicates with athletes, parents, other coaches, and Athletic Director. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.2 Promotes professional communication with parents. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.3 Fosters accurate and balanced communication with news personnel. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.4 Shows self-control and poise in all areas related to coaching responsibilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.5 Provides an atmosphere for open dialogue with student athletes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 2: I KNOW HOW TO ORGANIZE AN ATHLETIC ENVIRONMENT.

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 2.1 Provides an adequate system for management of equipment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 2.2 Cooperates with Athletic Director in regards to completion of responsibilities related to coaching assignment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 3: I AM KNOWLEDGEABLE OF THE SPORT I AM COACHING.

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 3.1 Is well-versed and knowledgeable in matters pertaining to their sport. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3.2 Abides by event regulations including district, conference, state (MIAA) and national rules. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3.3 Keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

Rating Scale	(3)	Performance Above Expectation			
Meets Expectation		(2)	Performance	BELOW EXPECTATION	MEETS EXPECTATION
Below Expectation		(1)	Performance	ABOVE EXPECTATION	

STANDARD 4: I AM ABLE TO IDENTIFY AND APPLY ETHICAL CONDUCT IN THE SPORT.

- | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|
| 4.1 | Maintains self-control in the competitive arena, providing an example of sporting behavior. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 4.2 | Uses ethical means of motivation. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 4.3 | Enforces training rules, codes, eligibility, and MIAA policies. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 5: I WILL PROVIDE A SAFE ENVIRONMENT FOR PRACTICES AND COMPETITIONS.

- | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|
| 5.1 | Appropriately supervises the student athlete in locker rooms, training areas, and while being transported. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 5.2 | Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 5.3 | Understands the potential for injury and recognizes the importance of first aid, injury policies, and working with medical professionals, including athletic trainer. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 6: I AM CONNECTED WITH OTHER COACHES AND THE ATHLETIC COMMUNITY.

- | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|
| 6.1 | Maintains a positive rapport with his/her assistants. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 6.2 | Displays cooperation and support for the school's athletic program. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

Shrewsbury High School

Coach's Evaluation Form

Name of Coach	Sport	Level
----------------------	--------------	--------------

Athletic Director	Date
--------------------------	-------------

Comments are optional unless a "1" is checked.

Rating Scale	(3)	Performance Above			
Expectation					
Meets Expectation	(2)	Performance	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
Below Expectation	(1)	Performance			

STANDARD 1: THE COACH COMMUNICATES WELL.

- | | | | |
|---|----------------------------|----------------------------|----------------------------|
| 1.1 Communicates with athletes, parents, other coaches, and Athletic Director. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.2 Promotes professional communication with parents. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.3 Fosters accurate and balanced communication with news personnel. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.4 Shows self-control and poise in all areas related to coaching responsibilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.5 Provides an atmosphere for open dialogue with student athletes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 2: THE COACH KNOWS HOW TO ORGANIZE AN ATHLETIC ENVIRONMENT.

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 2.1 Provides an adequate system for management of equipment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 2.2 Cooperates with Athletic Director in regards to completion of responsibilities related to coaching assignment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 3: THE COACH IS KNOWLEDGEABLE OF THE SPORT THEY ARE COACHING.

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 3.1 Is well-versed and knowledgeable in matters pertaining to their sport. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3.2 Abides by event regulations including district, conference, state (MIAA) and national rules. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3.3 Keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

Rating Scale	(3)	Performance Above			
Expectation		(2)	Performance	BELOW EXPECTATION	MEETS EXPECTATION
Meets Expectation		(1)	Performance		ABOVE EXPECTATION
Below Expectation					

STANDARD 4: THE COACH IS ABLE TO IDENTIFY AND APPLY ETHICAL CONDUCT IN THEIR SPORT.

- | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|
| 4.1 | Maintains self-control in the competitive arena, providing an example of sporting behavior. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 4.2 | Uses ethical means of motivation. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 4.3 | Enforces training rules, codes, eligibility, and MIAA policies. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 5: THE COACH PROVIDES A SAFE ENVIRONMENT FOR PRACTICES AND COMPETITIONS.

- | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|
| 5.1 | Appropriately supervises the student athlete in locker rooms, training areas, and while being transported. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 5.2 | Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 5.3 | Understands the potential for injury and recognizes the importance of first aid, injury policies, and working with medical professionals, including athletic trainer. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 6: THE COACH IS CONNECTED WITH OTHER COACHES AND THE ATHLETIC COMMUNITY.

- | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|
| 6.1 | Maintains a positive rapport with his/her assistants. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 6.2 | Displays cooperation and support for the school's athletic program. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

Rating Scale	(3)	Performance Above			
Expectation		(2)	Performance	BELOW EXPECTATION	METS EXPECTATION
Meets Expectation		(1)	Performance		ABOVE EXPECTATION
Below Expectation					

OVERALL SUMMARY OF COACHING PERFORMANCE

ATTACH “PLAN FOR IMPROVEMENT” IF APPLICABLE.

COACH’S
SIGNATURE _____ DATE _____

ATHLETIC
DIRECTOR’S
SIGNATURE _____ DATE _____

COACH’S COMMENTS:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

**ITEM NO: IV. Time Scheduled Appointments:
C. Concussion Statistics: Annual Report**

MEETING DATE: 10/5/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding the number of incidences of student concussions?

BACKGROUND INFORMATION:

1. Per the School Committee policy #649, procedures have been established for dealing with training of individuals in prevention and management of head injuries and concussions, reporting of head injuries and concussions, procedures if injuries occur, and procedures for students returning to school after suffering from one of these injuries.
2. As stated in the policy, an annual report will be presented to show data of instances that occur in and outside of school, processes for treatment and prevention education.
3. Ms. Noelle Freeman, Director of Nursing and Walter Hildebrand, SHS Athletic Trainer have provided a report outlining the details.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever action it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Noelle Freeman, Director of Nursing, Shrewsbury Public Schools
Mr. Walter Hildebrand, Athletic Trainer, Shrewsbury Public Schools



SHREWSBURY PUBLIC SCHOOLS
Office of Special Education / Pupil Personnel Services
15 Parker Road, Shrewsbury, MA 01545
Phone: 508-841-8660 Fax: 508-841-8661



Margaret Belsito, Director

**Concussion Report to the School Committee
Data from 2015-16 School Year
Presented by Noelle Freeman, BSN, RN, NCSN; Director of Nursing Services,
and Walter Hildebrand, MS, LATC, CSCS; Athletic Trainer, SHS
October 5, 2016**

Introduction

According to the CDC's "Heads Up Concussion" website, "A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells."

Signs and symptoms typically appear immediately following the injury. However the severity may not be clearly understood for hours or days later. Monitoring of concussion symptoms should take place immediately following the injury and for several days after. (See Appendix 1 for a list of typical signs and symptoms of a concussion.)

A total of 101 concussions were reported to Shrewsbury Public Schools (SPS) school nurses and/or the SHS athletic trainer throughout the 2015-16 school year. This total includes concussions that occurred during athletics and other school activities, as well as those that occurred outside of school activities.

Depending on the severity of the injury, a concussion may have short- or long-term impact on a student's learning. Some students return to full academics and other activities within 7 - 10 days, while other students can continue to have symptoms that affect their ability to attend classes and complete assignments for months after the initial injury. These students require careful monitoring and academic accommodations in order to ensure an eventual full recovery.

Statistics

School nurses throughout the district collected the following data over the 2015-16 school year:

	SHS athletes	OMS athletes	District wide - concussions occurring in school (not related to athletics)	District wide - concussions occurring outside of school
Total	28	0	7	66

Below is breakdown of concussions sustained in SHS athletic activities by sport per data collected by Walter Hildebrand, ATC:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Baseball	2	0	0	0	0
Basketball, Boys	1	2	3	0	2
Basketball, Girls	2	2	5	1	0
Cheer	5	1	3	2	1
Crew, Boys	0	2	0	1	0
Crew, Girls	0	1	3	0	1
Cross Country, Boys	0	0	0	0	2
Cross Country, Girls	0	0	0	0	0
Dance	1	0	0	0	0
Field Hockey	0	3	2	4	3
Football	19	13	16	26	12
Gymnastics	0	1	0	1	0
Hockey, Boys	1	4	0	2	2
Hockey, Girls	1	1	1	1	0
Lacrosse, Boys	4	1	1	2	0
Lacrosse, Girls	3	3	0	0	1
Ski	1	0	0	0	0
Soccer, Boys	1	2	2	5	0
Soccer, Girls	4	3	3	4	2
Softball	1	0	2	1	0
Swim, Girls	0	1	0	0	0
Track, Girls	4	1	3	0	0
Volleyball	2	1	3	0	2
TOTAL	52	42	47	50	28

Care of Students Diagnosed with Concussion

Nursing Care of All Students

Nurses are involved in the care and daily monitoring of all students who are diagnosed with a concussion, whether the concussion is sustained during a school event such as an athletic competition, or sustained outside of school. At times, the school nurse is the first to notice symptoms of a concussion. She then contacts the parents to recommend follow up care with an outside provider.

After a diagnosis of concussion has been made, the school nurse meets with the student and parent to evaluate the student's symptoms, and determine if the student should be in school, should attend partial or half days, or if the student needs additional time at home for cognitive rest. Rest at home for one to several days may be required. When a student is able to attend school, a plan is put into place for the student to attend class as tolerated, with a reminder that any increased symptoms should be reported to the nurse. Partial days or alternating class and rest is often necessary.

The nurse communicates recommended accommodations to teachers as they are received from the student's physician, and sends updates as needed. (See Appendix 2 for a list of typical accommodations.)

Throughout the return to class process, students are evaluated daily by the nurse to assess any increase in symptoms with academic work. If an increase in symptoms is noted, teachers will be contacted to further decrease academic expectations. For increased symptoms, half or partial school days are encouraged. If symptoms persist, student will be referred back to his/her physician for evaluation. The school nurse maintains frequent communication with parents and outside providers throughout this process.

When symptoms have subsided, and the student is able to attend a full day of school, the student's academic workload will gradually increase. Only when the student is able to tolerate a full day of school and a full academic workload can he/she begin the return to play (RTP) protocol for athletics, and/or consider returning to other extracurricular activities such as band, chorus, orchestra, play rehearsal, etc.

Care of Student Athletes

If an athlete is suspected of sustaining a head injury at a practice or game, the Coach notifies the Certified Athletic Trainer (ATC) of the injury. The injured athlete is then assessed by the ATC to determine the severity of the injury based on the Sport Concussion Assessment Tool 2 (SCAT 2), sideline testing and on field neurocognitive screening. If immediate medical attention is warranted, EMS is summoned and the SHS emergency action plan is put into place, while the ATC continues to treat the injured athlete.

Parents are notified by the ATC or Athletic Director of any student injury upon completion of the assessment. Depending on the severity of injury, a follow up appointment is advised with the student athlete's health care provider, ER, or team physician. In less severe cases, parents are instructed in home monitoring of student, and when to seek further care if symptoms worsen. The parents of the student athlete are given a brief informational packet that informs them of the signs and symptoms that were observed at the time of initial evaluation. This packet should be used as a resource when following up with their health care provider, as initial findings are often an important part of the final diagnosis. A copy of the SHS return to play protocol and copy of the Massachusetts Department of Public Health "*Head Injury During Sports Season*" Reporting form is also provided to the student athlete's parents.

The parents of any athlete who sustains a blow to the head or body jarring injury will receive notification from the ATC or Athletic Director informing them of the incident and advise home monitoring of the student athlete for signs and symptoms of concussion, even if concussion is not suspected upon completion of the initial evaluation.

After any suspected concussion, the ATC notifies the school nurses and Athletic Director by, phone, email, or direct communication advising a follow up with the student athlete on the next school day. The school nurses will then conduct their own assessment of the student athlete and communicate any newly developed symptoms with the ATC.

If the student returns to school with the diagnosis of concussion, the school nurses work with the student, parents and school staff around recovery and return to full academics as noted above. When the student is attending school fully, the SHS Return to Play (RTP) protocol is completed. (See Appendix 3 for details regarding the RTP protocol.)

After completion of RTP, the student athlete is responsible to report back to the ATC, School Nurses, or coaches if experiencing any symptoms at any time throughout the day.

The average time from diagnosis to return to academics/play varies depending on severity of injury and sport in which the student is participating. Students must be able to fully participate in their academic schedule before return to play is started. For a simple concussion, return may be as soon as 1-2 weeks, while more complex injuries can take several months. Some students have long-term impact (months to years) on both academics and athletics.

During the 2015-16 school year, three students experienced concussions that had significant long-term effects. All of these students' concussions occurred during outside of school activities.

Prevention/Education

Education of students, parents, teachers and coaches is our best strategy for concussion prevention. Each of these stakeholders is provided with opportunities to learn about the causes, signs and symptoms of concussion, as well as what to expect for treatment and follow up if a concussion does occur.

Student athletes and their parents attend a mandatory Sports Night which takes place at the beginning of each season (fall, winter and spring). At this meeting, basic information regarding concussion and return to play are presented by the Athletic Director and ATC. As of the 2016-2017 academic school year, concussion statistics for all sports are also presented to parents and athletes' allowing them to better understand the associated risk concussion plays in their sport. As part of the sports registration process, both students and parents are also expected to read the SPS Concussion Manual (available on the Athletics and Nursing Department web pages) and sign off that they have read and understand the information that is provided therein. Concussion information is available as a resource for families on the Department of Nursing and Department of Athletics web pages.

Coaches receive annual concussion training through the National Federation of State High School Associations (NFHS). Each coach completes an online training and the certificates of completion are kept on file by the athletic trainer. Our ATC is available to provide recommendations on how to reduce the risk of concussion and as a general resource for coaching staff throughout school year should they have questions or concerns.

During the 2015-2016 school year the Head Football Coach and ATC met on several occasions to discuss changes that could be made to the football teams' strength and conditioning program to help reduce the risk of sustaining a concussion during football. Core stabilization and neck strengthening exercises were implemented in the team's off-season, pre-season, and in-season team lifts. An emphasis was also placed on educating these student athletes on proper "heads up" hitting technique to help reduce the incidence of head to head contact during play. After implementing these strategies, we have seen a significant decrease in the number of concussions diagnosed in the 2015-2016 football season when compared to the prior season.

The total number of football related concussions in 2015-16 was 12, down from 26 in the 2014-15 season. The mechanism of injury for these concussions is further detailed in the chart below.

Cause of concussion	2013-14	2014-15	2015-16
Head to head contact during practice	5	7	2
Head to head contact during games	7	13	8
Hit to body	2	4	0
Other	2	2	2
Total	16	26	12

Pre-participation baseline screening (ImPACT - Immediate Post-Concussion Assessment Cognitive Testing) is another layer of education and awareness that is provided for student athletes. ImPact is a computerized concussion evaluation system, which provides trained clinicians with neurocognitive assessment tools that aid in determining safe return to play for athletes. At SHS, this testing is mandatory for all collision-based sports (football, hockey, lacrosse), and is offered as an option to all SHS athletes. ImPACT testing is a fee-based service, which is paid for by the athletic department for students who choose to participate. Initial screening provides a baseline to which subsequent data can be compared if an athlete sustains a concussion. For the 2015-16 school year, 280 athletes participated in ImPACT testing. This is an increase from 218 tests in 2014-15. From those 280 baseline tests, a total of 17 post injury tests were performed for 14 athletes.

All student athletes must submit medical clearance in the form of a recent physical exam by their primary healthcare provider. MIAA rules require that every athlete has a physical exam within 13 months of any participation. School nurses track this information and provide clearance lists to coaches. Any student who has sustained a concussion is required to have documentation of full clearance from that concussion by their doctor before being cleared to participate.

Teachers throughout the district receive a staff handbook annually that includes basic concussion information and typical academic accommodations. As noted above, individual emails are sent to teachers when a student in their class is diagnosed with concussion, and specific accommodations are recommended. School nurses are available as a resource to teachers as needed throughout the school year.

Appendix 1

Signs/symptoms of concussion that may be observed by parents or coaches include:

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (*even briefly*)
- Shows mood, behavior, or personality changes
- Can't recall events *prior to* or *after* a hit or fall

Symptoms that may be reported by children and teens include:

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not “feeling right,” or “feeling down”
- Difficulty sleeping

Appendix 2

Upon return to class, an email with accommodation information similar to the following is sent to the student’s teachers:

Please implement the usual post concussive accommodations for (student’s name):

- Extra time for all course work
- No tests this week
- Decrease the amount of homework nightly, as reading and concentration are headache triggers
- Hold student responsible for **essential** assignments only
- Easy access to the Nurse's Office for periods of rest during the school day
- No PE or Sports until cleared by health care provider

Appendix 3

Return to Play Protocol:

- Day 1-2: The student athlete must be asymptomatic for a minimum of 2 days, attending school full time before beginning any physical activity
- Day 3: Light Aerobic Exercise: Walking, cycling, or light jogging. No resistance training. Limit 30 Minutes.
- Day 4: Sports Specific training: Agility drills, change of direction, sprinting. No extended exertion. No contact, No helmet or equipment.
- Day 5: Light Contact Training: Resume body contact drills, limit direct head contact drills (tackling in football, heading in soccer, checking in hockey), light resistance training is allowed.
- Day 6: Full Contact Practice: Participation in all areas of practice, contact is allowed (tackling drills, heading, checking). Full resistance training.
- Day 7: Game Play: Return to full Participation

If at any point throughout the RTP the student athlete's symptoms return, the student athlete will stop the protocol immediately and the ATC will reevaluate her/him for lingering or newly developed symptoms. Once asymptomatic the RTP protocol will restart at day one. If the student athlete is incapable of finishing the RTP for a second time due to the recurrence of symptoms, s/he must return to her/his health care provider for follow up prior to proceeding with the RTP protocol.

If a student athlete has taken an ImPACT Baseline test they must return to their baseline score prior to beginning the RTP protocol. ImPACT Baseline testing is offered to all Shrewsbury High School student athletes at no additional fee.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
D. Nursing Services: Annual Report**

MEETING DATE: 10/5/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an annual report on nursing services in the Shrewsbury Public Schools?

BACKGROUND INFORMATION:

1. Each year, the School Committee is updated on the breadth and scope of nursing services provided within the schools.
2. The enclosed information provides details regarding the nurses' work during the past year.
3. Ms. Freeman will make a brief report and answer any questions the Committee has about this topic.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF & OTHERS AVAILABLE FOR PRESENTATION:

Ms. Meg Belsito, Director of Special Education and Pupil Personnel Services
Ms. Noelle Freeman, director of Nursing, Shrewsbury Public Schools



SHREWSBURY PUBLIC SCHOOLS

Office of Special Education / Pupil Personnel Services

15 Parker Road, Shrewsbury, MA 01545

Phone: 508-841-8660 Fax: 508-841-8661

Margaret Belsito, Director



**Department of Nursing Report to the School Committee
Data from 2015-16 School Year
Presented by Noelle Freeman, Director of Nursing Services
October 5, 2016**

Introduction

The Shrewsbury Public Schools Department of Nursing plays a critical role in the life of the school and as part of the overall team to support student learning. The nurses are integral in supporting the district's strategic priorities, one of which is the promotion of health and wellness. The school nurses support this goal daily as they work to keep students safe, healthy and ready to learn.

In a recent journal article, the American Academy of Pediatrics "recognizes the important role school nurses play in promoting the optimal biopsychosocial health and well-being of school-aged children in the school setting." Shrewsbury Public Schools' nurses promote students' overall health and empower learners each day through collaboration with school staff, families, outside providers, and the students themselves.

The school nurses in Shrewsbury come from a variety of backgrounds and bring with them a wealth of experience and nursing knowledge. The academic achievement of our students is bolstered by the skillful care that they receive when visiting the health office. The consistent return to class rate from our health offices (93.4%) reflects the nurses' focus on education and learning. Their work ensures that the students of Shrewsbury Public Schools are receiving the care and services that they need to optimize their learning potential.

Mission Statement

The mission statement for the Shrewsbury Public Schools Department of Nursing is:

To promote and advocate for the physical and emotional health and well being of the students, families, and staff in a proactive manner, realizing different individuals will be at varying levels on the health spectrum in their pursuit of educational excellence.

School Nursing Staff

During the 2015-16 school year, Shrewsbury Public Schools Nursing Services employed: 1 Director (51% direct student services and 49% Director responsibilities), 10 full-time nurses, two 0.4 FTE nurses, and 1 part-time 2 hour nurse (Floral Street School), providing health care services to 6,045 students and 814 staff in the Shrewsbury Public Schools.

We have approximately 10 substitute nurses who fill in for the regular staff nurses or accompany field trips when necessary.

The Massachusetts Department of Public Health recommends a school nurse to student ratio of 1.0 fulltime equivalent (FTE) certified nurse in each building with 250 to 500 students. In buildings with more than 500 students, there should be 0.1 FTE for each additional 50 students.

Data Management

The school nurses are responsible for maintaining the integrity and confidentiality of the student Health Record. Each student has an electronic Health Record as well as a paper file. The nurse ensures that all required immunizations are up to date, that state physical exam requirements are met, and that mandated screenings are completed, recorded and reported.

The 2015-16 school year was the inaugural year for SNAP Health Center, our new Electronic Health Record (EHR). As we become more familiar with the intricacies of this system, it will allow for improved documentation of student encounters, medication administration, and information exchanges with parents, staff and community providers.

An “encounter” is defined as any contact with an individual during which the school nurse provided counseling, treatment, or aid of any kind. Mandatory screenings (vision, hearing and postural) are not counted as encounters. Screenings are tracked and reported separately.

For the 2015-16 school year there were a total of **58,978** student health encounters and **1,140** staff health encounters documented in SNAP.

SNAP Health Center separates visits into the following categories:

Injury – Includes encounters in which an injury is reported/evaluated for the first time (injuries may have occurred in school, or outside of school)

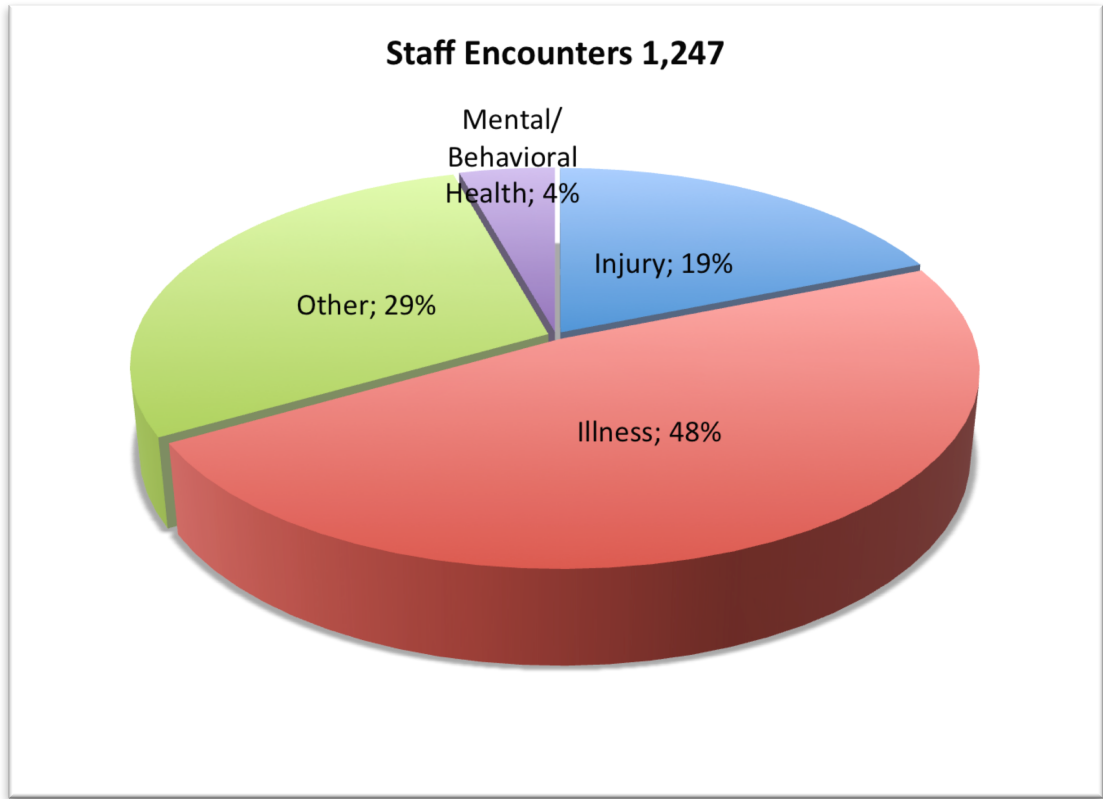
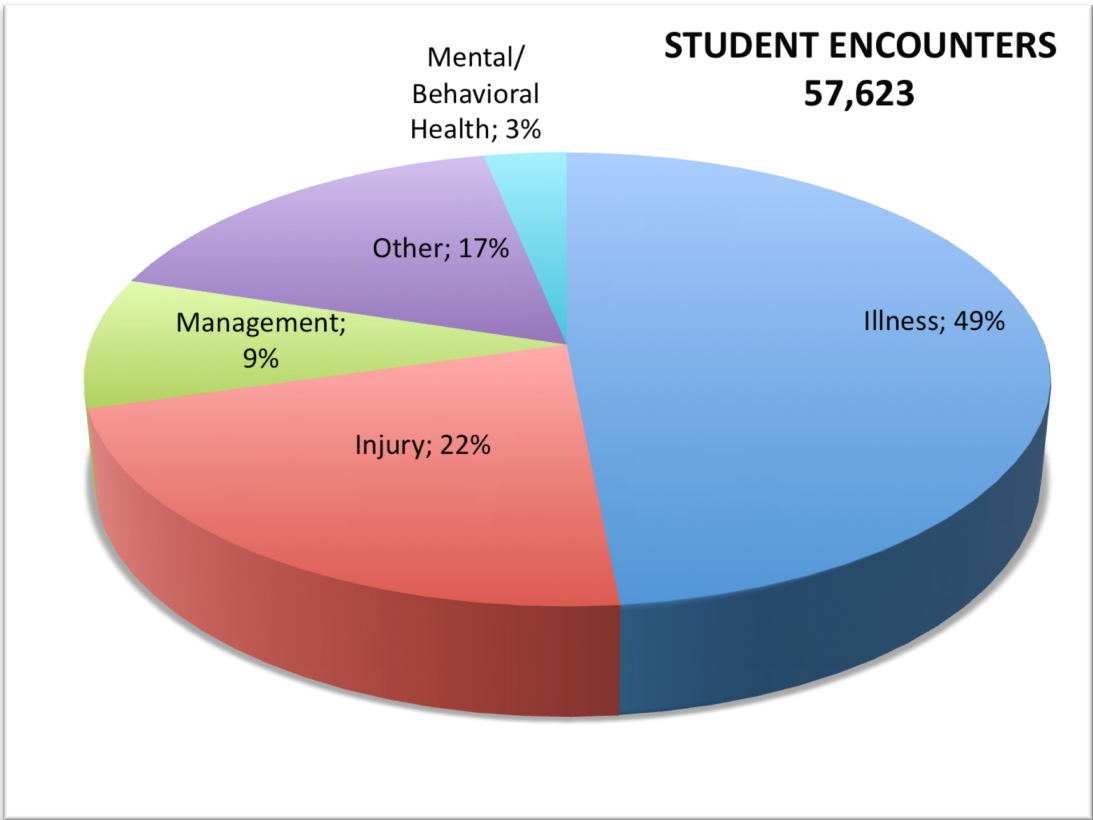
Illness – Includes encounters for chronic and acute illnesses, re-evaluation of injury, and common complaints such as headaches, stomachaches, nosebleeds, fatigue, etc.

Management - Includes encounters that do not include physical care, and instead involve information exchanges with students, staff, family members, etc.

Other - Includes mental/behavioral health concerns such as anxiety and stress (see below*), as well as bathroom use, contact lens care, orthodontic care, assistance with medical devices, etc.

*For purposes of this report, we have further analyzed these categories to create a **Mental and Behavioral Health** category. This includes visits for anxiety, stress, emotional issues, etc.

The charts below represent the percent of visits by students and staff for each visit category.



Following a visit to the nurse, 93% of students return to class and learning.

Primary Responsibilities

The school nurses manage a comprehensive, coordinated health service program that includes:

- Providing skilled nursing care to students and staff who present with a broad range of physical and mental health issues
- Implementing mandated health screening programs (vision, hearing, postural, and BMI)
- Managing the school's medication program
- Managing immunization compliance for incoming and existing students
- Coordinating health care needs for students attending field study trips, field day, etc
- Implementing disease management education for children and families with chronic illnesses such as diabetics and asthma
- Coordinating and/or participating in health related community outreach activities
- Providing a safe haven for students needing additional emotional support

MA Department of Public Health Mandated Screenings

The following school screenings are mandated by Massachusetts state law (M.G.L. c.71, s.57 and 105 CMR 200.000) and are conducted according to the following schedule:

- Vision screenings screening: each year for students in grades pre K, K, 1, 2, 3, 4, 5, 7, and 10
- Hearing screening: each year for students in grades K, 1, 2, 3, 4, 5, 7, and 10
- Heights and weights are measured and BMI is calculated for students in grades 1, 4, 7, and 10. Aggregate data reported to the state as mandated. Individual student data is not reported but is recorded in the confidential student health record.
- Postural screenings: each year for all students in grades 5, 6, 7, 8, and 9

Per MA 105 CMR 200.000, the purpose of mandated screenings is to “identify and take appropriate actions with respect to disabilities and medical conditions of school children in public schools as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities ...” Screenings are a tool used for referral for further care and are not considered diagnostic. Letters are mailed home if follow-up for vision, hearing, or postural screening is recommended. BMI data is available by parent request to the nurse.

Hearing and vision screenings are conducted in the health office by school nurses and trained personnel.

Postural screenings, height, weight and BMI screenings are done by the Physical Education (PE) teachers, usually during the first 2 weeks of PE class. If the PE teacher has concerns about a particular student, the student is rescreened by the school nurse.

In order for a student to be excused from any screening(s), the parent/guardian must make a request in writing to the school nurse annually. For postural screening exclusion requests, documentation of screening within the past year by a medical professional must also be provided.

Medication Management and Administration

Students require scheduled medications during the school day for various reasons including ADHD, diabetes, behavioral and mental health concerns, etc. Nurses manage the administration of these medications, as well as medications that are prescribed and given on an as needed basis.

We have Standing Orders for over the counter medications such as Ibuprofen, Acetaminophen, Tums, etc., as well as life-saving medications such as an EpiPens or Albuterol nebulizer treatments. Standing Orders are reviewed and signed annually by our school physician, Dr. Timothy Gibson. A parental consent form, which is now in the PowerSchool Parent Portal, must be completed before these medications can be administered.

For the 2015-16 school year, there were 71 prescriptions for scheduled daily medications across the district, totaling 10,745 administrations. 9,174 doses of medication were given on an “as needed” basis for students, and 336 doses were recorded for staff.

Tracking Immunization Compliance

School nurses are responsible for checking the immunization status of all students who enter SPS. The district welcomed over 600 new students to Shrewsbury during the 2015-16 school year (including Preschool and Kindergarten enrollments). For each of these students, immunization records are checked against Massachusetts requirements and parents/guardians are informed if any immunizations are missing. Students are not permitted to begin school until they are fully immunized (or on a catch-up schedule). Referrals are made to area clinics, including St Anne’s Free Medical Clinic, as needed. This process is ongoing throughout the year as families move into the district.

Field Study Preparation

Preparation includes accessing a list of students who will attend a trip, determining the medical needs of those students (allergies requiring EpiPens, asthma, daily medications, anxiety issues, etc) and assessing the need to send a substitute nurse to care for those needs. If a substitute nurse is required, the school nurse informs her of the needs for the day. If a substitute is not needed, the school nurse must review the needs with the teacher who will be responsible for the students during the trip. In either scenario, the nurse prepares a bag of first aid supplies to be sent along with the adult in charge; medications are included as needed if a substitute nurse is in attendance. SPS nurses prepared medical alert information for approximately 195 field studies throughout the 2015-16 school year.

Procedures/Treatments/Nursing Interventions

School nurses perform various procedures and treatments throughout each day. Some of these include:

- Respiratory Procedures (auscultation of lungs, peak flow monitoring, nebulizer treatment, oxygen saturation check)
- Diabetic Procedures (blood glucose testing, insulin pump care, carbohydrate/insulin calculations, monitoring and treatment of ketones)
- Cardiovascular Procedures (blood pressure measurement, central line care, site care, flushing)
- GI/GU Procedures (Ostomy care, gastrostomy or other feeding tube care or usage)
- Orthopedic Procedures (Wheelchair assistance, crutch-walking instruction)
- Wound Care
- Head Checks for Pediculosis

Disposition after Illness/Injury Assessment

By addressing the immediate health needs of students and providing onsite care, school nurses support learning through improved attendance levels. After assessment and treatment by a school nurse, the majority (approximately 93%) of students visiting the nurses' office with an illness or injury complaint returned to the classroom to continue their studies.

Students who are treated by the school nurse can return to the classroom with minimal interruption to their learning, working parents do not have to take time off, and the high cost of treatment in a doctor's office or emergency department may be avoided.

Emergency Calls to 911

When a student presents to the school nurse with a serious injury or acute medical condition, a determination is made whether or not the situation requires activation of Emergency Medical Services (EMS). The following chart summarizes the number of times that calls were made to 911 in the 2015-16 school year.

Student 911 Medical Emergencies*	8
Student 911 Behavior Health Emergencies	2
Student Calls to Mobile Crisis	3
*EpiPens administered prior to 911 call	2
Staff 911 calls	2

Case Management

The Shrewsbury Public School nurses spend a significant portion of their day performing case management duties that include communication with families, school staff, and community health care providers regarding student health issues. The table below reflects the number and type of these communications that were documented in SNAP by nurses this year. While this number is significant, it does not capture every communication that nurses are involved with throughout the day.

Type of Communications		Total # of Students
Communications with Parents or Guardians	< 15 mins	7,444
	> 15 mins	97
Communications with School Staff about health issues	< 15 mins	1,626
	> 15 mins	95
Communications with Community Agencies	< 15 mins	131
	> 15 mins	4
Number of Group Meetings with staff/Parents	< 15 mins	123
	> 15 mins	56
Total		9,576

Students with Special Health Care Needs

There are approximately 1,700 students in Shrewsbury Public Schools with diagnosed conditions that fall into the category of Special Health Care Needs. These conditions include asthma, life threatening allergies, Crohn's disease, seizure disorders, cardiac conditions, cancer, ADHD, autism spectrum disorders, eating disorders, anxiety, depression, etc. School nurses use their clinical knowledge and past experience to care for students with this wide variety of needs daily. As new or unfamiliar situations arise, nurses seek out colleagues and other resources as needed to increase their skills and knowledge base.

Additional School Nurse Responsibilities

All of the Shrewsbury nurses are involved with the following activities in their respective buildings:

- Individualized Educational Program (IEP) and 504 meetings
- Child Abuse Prevention (CAP) Team
- Building Crisis Team
- Medical Emergency Team (MERT)
- Student Support Team (SST) or Early Intervening Team (EIT)
- Building Leadership Teams
- Clinical rounds with consulting psychiatrist
- Creating and updating evacuation plans for our students with physical impairments
- Maintenance of Automated Electronic Defibrillators (AED's)
- Collection of monthly report data required by Essential School Health Service (ESHS) Program

The following are examples of additional teams/activities that include school nurse involvement in various buildings:

- Classroom presentations on health related subjects
- School Wellness Advisory Committee (SWAC)
- Shrewsbury Educators Association (SEA) Health and Safety Committee
- Shrewsbury Board of Health Emergency Preparedness Team - provide Emergency Shelter staffing as needed
- Responsible for completion of MA Department of Public Health mandated surveys re: Immunizations, Diabetes, Asthma
- Shrewsbury Coalition for Addiction Prevention and Education (SCAPE)
- Coordinating Flu Shot Clinics available to all school and town employees
- Teaching CPR/AED certification classes for school staff
- Partnering with Assabet Valley Collaborative Evolution Program at SHS to ensure the Health and Safety of their students
- Mentoring SHS students who are considering nursing as a career through the Advanced Career Exploration (ACE) Program
- Serving as preceptor for RN-BSN students in their Community Health practicum
- Coordinating food drives, winter coat and hat/mitten, holiday giving collection and distribution in conjunction with school based groups and community organizations (St. Anne's Human Services, Worcester County Food Bank, etc)

- Acting as SHS Class Advisor
- Teaching first aid to local Brownie Girls Scout troops

Essential School Health Service Program

Shrewsbury Public Schools participates as a mentored school district and receives consultation on school health services from the Northbridge School District (funded ESHS program) based on the requirements of the Essential School Health Grant. The grant provides opportunities for consultation in the areas of policy development, programming and interdisciplinary collaboration.

Some of the responsibilities inherent with the grant are to provide data to MDPH. This data is utilized for published studies, statewide reports and strategic planning. The types of information included are:

- Health Service activities
- Incident reports
- Emergency referrals
- Number of diagnosed or suspected head injuries
- Medication management for students
- Epinephrine and naloxone administrations
- Nursing assessments/interventions/procedures/treatments
- Behavioral Health intervention tracking
- Wellness management
- Program development
- Professional development

In return, we receive a stipend of \$3,000 per year. These monies are used for such things as medical equipment and professional development opportunities for nursing staff.

Emergency Equipment

EpiPens

In accordance with new district policy, we are now stocking a supply of EpiPens in each health office. This supply is sufficient to cover the unlikely event of 2 simultaneous anaphylactic reactions in any given health office, along with an additional supply sufficient to send on field studies as needed. Parents have been notified of this practice and given the option to not send an EpiPen from home for use during the school day. Response to this new practice has been positive, and parent choice has varied. Most parents at the high school level have chosen not to send an EpiPen from home, and more parents at the elementary level have chosen to continue to send the medication in to school. (See chart below for details.) Some parents have noted that they may choose not to purchase another EpiPen for school when the current dose expires.

Due to a very recent change in the “EpiPens for Schools” program offered by the company that manufactures EpiPens, our stock supply for this school year was obtained at no cost to the district. In the past the company has supplied 2 2-packs of EpiPens for each building. Through the new program we were able to obtain an additional 34 2-packs at no cost.

School	# Students with Known Allergy	# Students with EpiPen from Home
Shrewsbury High School	100	5
Oak Middle School	51	18
Sherwood Middle School	64	15
Coolidge School	15	9
Floral St School	46	32
Paton School	18	9
Spring St School	31	17
Beal School	17	5
Parker Rd Preschool	6	5
Total	348	115

Naloxone (Narcan)

Each health office stocks 2 doses of naloxone for treatment of opioid overdose. A state-wide effort is underway to address the opioid epidemic. Schools are encouraged by the MA Department of Public Health to stock naloxone for treatment of possible opioid overdose by students, staff or visitors. All nursing staff are trained in the administration of nasal naloxone. Naloxone was purchased at CVS at a cost of approximately \$20 per dose.

AEDs

An automatic external defibrillator is a portable device used to restore normal heart rhythm to a patient in cardiac arrest. Shrewsbury Public Schools has a total of 16 AEDs with at least one AED in every preschool and elementary school (Floral and Coolidge have 2), 2 at Sherwood Middle School, 2 at Oak Middle School (one belonging to Parks and Recreation) and 4 at Shrewsbury High School, one designated for the athletic trainer.

The SPS nurses are responsible for checking the AED status on a regular basis and the Director of Nursing works with the Town's Emergency Management Coordinator to facilitate the updates and maintenance of the equipment. Several of our devices are nearing the end of their predicted "lifespan" and will need to be replaced. A plan to replace these devices over the next few years is currently being developed.

Health and Wellness Initiatives

"Taking Root at Parker Road Preschool" *Project leader Kristin Stewich, BSN, RN, NCSN*

The school garden at Parker Road continues to expand. This project is a collaborative effort with Home Depot of Shrewsbury, and has received additional funding from the Kohl's Associates in Action grant program. This year, a fence with a gate that connects the garden area to the playground was added at Parker Rd and raised beds were installed at Wesleyan. Outdoor speakers were added to enhance the students' sensory experience. Once again, the garden includes vegetables, herbs, and

flowers. Volunteers from the SHS Robotics team participated in the construction of the fence, linking our preschool students with our high school students.

“Healthy Snack Challenge” – *Facilitated by Lisa Smith, BSN, RN, NCSN*

Our district wellness policy encourages students to make healthy food choices. In order to promote this idea, Lisa Smith piloted a healthy snack challenge for one week in February with the students at Paton School. Lisa worked with teachers to create a list of suggested “healthy snacks” and then sent information home to families via letters and the principals list serv message. She created a simple tracking system in which students put a sticker next to their name on a chart for each day that they brought a healthy snack during the challenge week. At the end of the week, Lisa tallied the information and the winning classroom at each grade level was rewarded with a fruit tray provided by our Food Services department.

“Strategies for Building Emotional Resilience in Middle School Students” *Facilitated by Noelle Freeman, BSN, RN, NCSN in collaboration with Kristin Minio, LMHC, and Jenni Lencioni, LMHC OMS School Adjustment Counselors*

The need is great for resources and strategies for students who struggle with anxiety in school. The Oak Middle School program that began with using a breathing app on iPads as a strategy for students in the nurses’ and counselors’ offices has expanded to include a “tool kit” of sensory resources. Because there is not one strategy that works for every student, tool kits include options such as a weighted blanket, coloring pages, journals, thera-putty, bubble tumblers, scented cotton balls, etc. Having seen success with the students at Oak Middle School, we presented our strategies and data to nurses, counselors and other Special Education staff in Shrewsbury, as well as to nurses and counselors in Hudson, nurse leaders from across the state, and at the New England League of Middle Schools’ Annual Conference.

“From Drug Task Force to Community Outreach” *Pam Johnson, BSN, RN, NCSN and Brenda Filiere, BSN, RN, NCSN in collaboration with Jessica Rice, SHS Guidance Counselor*

Addiction and the opioid crisis have touched communities across the state and the country, and Shrewsbury is not immune to these issues. The nurses, counselors and administrators at Shrewsbury High School see first hand the effect that addiction has on our students and have been moved to action. What started as a conversation about creating a high school “task force” to look at the scope of the problem and bring in programming to help address the issues, quickly expanded to include community members. From the grassroots efforts of SHS staff, and collaboration with staff from Shrewsbury Youth and Family Services (SYFS) and various community stakeholders, a community coalition has now formed. Shrewsbury Coalition for Addiction Prevention and Education (SCAPE), organized a panel discussion regarding opioid addiction in April 2016, and will host screenings of the Jim Wahlberg film, “*If Only*” at Shrewsbury High School and Oak Middle School in October 2016. High School staff are currently working to increase student and family involvement in SCAPE.

EpiPen Training for Staff – *All School Nurses, District Wide*

All professional teaching staff and administrators were trained during faculty meetings regarding anaphylaxis and the use of EpiPens for students with known life-threatening allergies. Staff who complete the training, which includes a post test and demonstration of skills, are then permitted to administer an EpiPen as needed to a student with a known allergy. This increases our capacity to respond to students’ needs in case of emergency.

CPR/AED Training for Staff – *Instructors: Lisa Smith, BSN, RN, NCSN, Kristin Stewich, BSN, RN, NCSN, Noelle Freeman, BSN, RN, NCSN*

58 staff members across various buildings were trained in CPR and AED skills in order to be more prepared to respond to emergency situations. Three of the nurses are American Heart Association Heartsaver and Basic Life Support Instructors and will continue to offer trainings throughout the coming year.

Implementation of Narcan (naloxone) in all SPS schools – All School Nurses, District Wide

As noted above, we now stock naloxone in all of our health offices, and all nurses are trained in its administration.

Flu Shot Clinics for Staff – Noelle Freeman, BSN, RN, NCSN

Flu shot clinics were organized with Osco Pharmacy and held at all school buildings and town hall. Participants were able to use health insurance to pay for flu shots, with no out of pocket expense in the vast majority of cases. Clinics were open to all school and town employees. 348 people received flu shots.

Goals for the 2016 -17 School Year

Screening, Brief Intervention and Referral to Treatment (SBIRT) Training – One of the requirements of the Opioid law (bill H.4056) that was passed in January is, “subject to appropriation, each city, town, regional school district, charter school or vocational school district shall utilize a verbal screening tool to screen pupils for substance use disorders. Screenings shall occur on an annual basis and occur at 2 different grade levels as recommended by the department of elementary and secondary education, in consultation with the department of public health.” This screening process must be implemented by the end of the 2017-18 school year. School staff (nurses, guidance counselors, adjustment counselors) who will be conducting the screenings must be trained in the specific motivational interviewing technique known as SBIRT. We are in the process of creating a plan to send staff to DPH sponsored SBIRT trainings this year so that we will be prepared to implement screenings next year.

Students Helping Students: A Collaboration with National Art Honor Society – Coloring is making a comeback! “Adult Coloring Books” are very popular due to the relaxing nature of this activity. Coloring mandalas and other designs is thought to promote a feeling of well-being and reduce anxiety. A joint project with the Departments of Nursing and Visual Arts involves students in the National Art Honor Society working to create coloring pages that can be used in Nurses’ Offices as a strategy for students who are struggling with anxiety. We are currently in the process of applying for a grant from the Shrewsbury Education Foundation (SEF) that would allow us to create binders of the original artwork and purchase coloring supplies for each office. The originals could then be reproduced and given to students as an option for a sensory break as needed.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
E. Rep. Hannah Kane: Legislative Update**

MEETING DATE: 10/5/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a legislative update from Rep. Hannah Kane regarding state level issues affecting education?

BACKGROUND INFORMATION:

1. Each year, the School Committee invites our local state representative to brief the Committee on developments at the state legislature relative to public education.
2. Rep. Kane will update the Committee on issues related to budget and any other issues of interest.

ACTION RECOMMENDED:

That the School Committee discuss the update and take whatever steps action as it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF & OTHERS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
State Representative Hannah Kane



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **10/5/16**

A. Charter School State Ballot Question: Vote on Position

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote on a position on the statewide ballot question on charter school expansion?

BACKGROUND INFORMATION:

1. On November 8, the voters of the Commonwealth will decide whether to approve a citizens' petition, commonly known as a state ballot question, which would enable the Massachusetts Board of Elementary and Secondary Education to approve up to 12 additional so-called Commonwealth Charter Schools per year, beyond the limitations that are currently in effect.
2. Dr. Sawyer recommended that the School Committee take a formal position in opposition to this ballot question through a vote at this meeting.

ACTION RECOMMENDED:

That the School Committee vote to take a formal position in opposition to this ballot question.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations

MEETING DATE: 10/5/16

A. Fiscal Year 2018: Review Draft of Fiscal Priorities & Guidelines

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a review of a draft of the Fiscal Year 2018 Fiscal Priorities & Guidelines?

BACKGROUND INFORMATION:

1. Mr. Collins will present a draft of Fiscal Priorities & Guidelines for the Fiscal Year 2018. The draft is enclosed.
2. The Fiscal Projection Subcommittee, consisting of Dr. Magee and Mr. Samia, provided input used in formulating this draft.

ACTION RECOMMENDED:

That the School Committee accept the review and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations
Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury School Committee

Priorities & Guidelines for Fiscal Year 2018 Budget Development

Overview

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2018 School Department Budget. It also is designed to provide guidance to the Superintendent of Schools and the School Department administration regarding the development of its initial Fiscal Year 2018 School Department Budget proposal.

Priorities

The initial FY18 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2018:

- To sustain the improvements in class size realized through the Fiscal Year 2015 budget by keeping as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
- To continue investing in instructional materials, curriculum personnel, and staff professional development in order to ensure that the district's educational program meets local expectations for academic rigor, as well as state mandates.
- To make sufficient investments in technology in order to realize the educational and operational benefits available through digital resources and to provide sufficient capacity for the state's new testing system, while creating opportunities to benefit from short and long term cost efficiencies.
- To make investments in district-based programming and resources in order to provide high quality, cost effective opportunities to educate students with all forms of specialized needs within their own community's schools rather than specialized placements outside of the district.
- To respond to the increase in English Language Learner students and provide sufficient staff and programmatic support for them to be successful learners and master their English comprehension, writing, and speaking skills as quickly as possible, per the state's legal mandate for such services.
- To evaluate and assess the level of administrative support and adjust accordingly to adequately serve our growing student population and meet the ever-increasing compliance and reporting requirements of the federal and state governments.

Assumptions

It is assumed that the initial FY18 School Department Budget proposal will:

1. Provide adequate resources to meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
5. Estimate the level funding of all federal and state grants and factor known increases or reductions from FY17.
6. Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program.
7. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible. This includes a review of our FY17 School Choice seats and consideration of offering any new, additional seats in FY18.

8. Consistent with prior practice, the initial budget proposal will take into consideration the town's tax levy constraints.
9. Budget document preparation will be modified to align with the best practices inherent in the Association of School Business Officials International (ASBO) Meritorious Budget Awards Program.

Guidance

The School Committee recommends that the administration's initial FY17 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

Strategic Priority: Engaging & Challenging All Students

- Sufficient number of teachers to stay as close as possible to class size guidelines, based on enrollment projections and available classroom space.
- Curriculum and instructional materials necessary to align the district's curriculum with the updated Massachusetts Curriculum Frameworks and the proposed new state assessment system.
- Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.
- Creation of innovative programs that extend student learning beyond the classroom and leverage expertise and proximity of institutions of higher education and area business enterprises.

Strategic Priority: Promoting Health & Wellbeing

- Equipment and training necessary to further enhance safety and security.
- Comprehensive support for students experiencing significant social, emotional, mental and behavioral health issues.

Strategic Priority: Enhancing Learning Through Technology

- Continued investments that provide access to digital learning opportunities.
- Increased capacity to implement technology to provide cost-effective, in-district supports for special education.
- Investments to increase opportunities for quality online learning and to improve operational efficiencies.

Strategic Priority: Increasing Value to the Community

- Investments to build additional capacity for creating innovative and cost-effective in-district programs so that cost savings may be applied to minimize impact on taxpayers.
- Expansion of efforts to procure alternative sources of revenue to offset the appropriated budget through sponsorships, grants, and donor giving.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

Will the Committee vote to approve the minutes from the School Committee meeting held on September 21, 2016?

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee meeting on September 21, 2016.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

Wednesday, September 21, 2016

Present: Ms. Sandy Fryc, Chairperson; Dr. Dale Magee, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Erin Canzano; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction; and Dr. Joseph Sawyer, Superintendent of Schools.

Not present: Mr. John Samia, Committee Member; Ms. Barb Malone, Director of Human Resources.

The meeting was convened by Ms. Fryc at 7:01 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

None.

III. Superintendent's Report

Earlier in the day, Dr. Sawyer attended the dedication ceremony of the Shrewsbury Public Library (SPL) and congratulated library staff, the library Board of Trustees, and the SPL Building Committee on the successful opening of the new building. He added that he looked forward to future collaboration between SPL and Shrewsbury Public Schools (SPS).

Dr. Sawyer noted that Shrewsbury Public Schools enjoyed a smooth opening to the 2016-17 school year.

IV. Time Scheduled Appointments:

A. SHS Student Advisory Committee (SAC): Report

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC, and Mr. Todd Bazydlo, SHS Principal, were in attendance. Benjamin George, Student, Class of 2018, SAC Chair; Vikram Pathalam, Student, Class of 2017; Mark Bray, Student, Class of 2017; Maya McCollum, Student, Class of 2018; and Prisha Singh, Student, Class of 2019, gave a presentation to the Committee on the school year kickoff, onboarding new and transfer students, and upcoming events at Shrewsbury High School (SHS). SAC members noted that the Mentor Volunteer Program (MVP) and New Entrance Assistance Team (NEAT) did a great job assisting new and transfer students (there were 82 transfer students as of September 20, 2016) at SHS. SAC members noted while these students seemed to be transitioning easily to SHS, the rising student

population has lent itself to busy halls and stairways, a full cafeteria, and some larger class sizes for honors and AP courses.

Dr. Sawyer advised that overall enrollment at SHS was 1,790 students, while the school was built for a student body of 1,700 students, and added that administrators will look at section numbers to assess balance. Dr. Sawyer thanked students for their report, and expressed appreciation to all existing SHS students for creating a culture that makes new and transfer students feel welcome at the school.

B. SHS Reporting of Class Rank to Colleges & Universities: Report

Mr. Todd Bazydlo, Principal, Shrewsbury High School; Nga Huynh, Director of School Counseling; and Michael Carpentier, Social Science Teacher, summarized a report from the class rank study group that included information on past and current class rank reporting at SHS, issues with reporting class rank, college admission office use of class rank and views on the importance of class rank, comparable high schools' practice for reporting or not reporting class rank, and student/staff/parent/community perception and understanding on the use of class rank and the benefits of reporting vs. not reporting.

The study group examined a number of reports from the National Association of College Admissions Counseling (NACAC) to reveal national trends, and the overwhelming trend in college admissions was revealed to be the decreasing importance of class rank as an important factor. Based on feedback from students and the Shrewsbury community, the SHS School Council concurred that eliminating class rank would help students. The study group's work illustrated that by eliminating the possibility of class rank being used against students as a cutoff in certain colleges' admissions processes, this should lead to increased opportunities for acceptance to colleges and universities, or to honors or specialized programs within certain colleges and universities, while at the same time showing that not reporting class rank has no negative effects on students' chances of admission.

The team advised that after reviewing current trends in class rank reporting throughout Massachusetts high schools, examining acceptance guidelines at private and public colleges and universities, and gathering student and community feedback, Shrewsbury High School should eliminate the practice of reporting class rank to colleges and universities beginning in the 2016-17 school year. They recommended no change to the current policy of determining the class valedictorian and salutatorian. It was not decided at the present time if SHS would continue to recognize the top 10 students for each class.

Mr. Bazydlo communicated that, as a result of the study group's recommendations and feedback from stakeholders, the decision was made to no longer report class rank to colleges and universities. He noted that reporting class rank did a disservice to students, and that the benefits of not reporting ranking greatly outweighed any associated with the historical precedent of reporting the ranking students. Ms. Fryc noted she thought the change would be beneficial to SHS students. In response to questioning, Mr. Bazydlo noted that information on the policy would be available online.

Dr. Sawyer thanked the group for their research, appreciated the consensus around the conclusions made by the team, and concurred with the school's decision. Dr. Sawyer concurred that the new practice would provide benefits to students without being detrimental.

C. Grant from State Treasurer's Financial Education Innovation Fund: Vote

SHS recently received confirmation of a \$5,000 grant from the Massachusetts State Treasurer's Office to support financial literacy. A grant proposal was submitted by teachers Jean-Marie Johnson and Rebecca Moisan to the Financial Innovation Grant Fund to host an event called "Credit for Life" to better educate high school students on personal finance matters. Mr. Bazydlo advised that the program would roll out to 200 seniors who would receive a "salary" and a list of expenses to work with.

Committee members advised they were glad to see this opportunity being made available to students, and asked clarifying questions on how the funding would be utilized and how the event would be established. Dr. Sawyer noted that this was one example of an opportunity to teach financial literacy to students and recommended a vote to accept the funds.

On a motion by Mr. Wensky, seconded by Ms. Canzano, the Committee voted unanimously to accept a \$5,000 grant from the Massachusetts State Treasurer's Office to support financial literacy.

V. Curriculum

VI. Policy

A. Statewide Ballot Question on Charter School Expansion: Discussion

Dr. Sawyer noted that on November 8, the voters of the Commonwealth will decide whether to approve a citizens' petition, commonly known as a state ballot question, which would enable the Massachusetts Board of Elementary and Secondary Education to approve up to 12 additional so-called Commonwealth Charter Schools per year, beyond the limitations that are currently in effect. He advised that there are a variety of viewpoints on the issue and noted that approval of the ballot question would create significant financial risk for Shrewsbury Public Schools (SPS).

Dr. Sawyer noted that charter schools have traditionally had a negative financial impact on SPS, and that Question 2 does not change the charter school funding formula, which fails to correct for issues related to overhead costs versus costs associated with individual students. He also advised that if the number of proposed charter schools is less than 12 in a single year, the performance of school districts where charter schools is proposed will not be taken into consideration. As such, while the focus might have been intended initially for underperforming districts, market saturation could lead to fewer charter schools being proposed, which would impact high performing districts like SPS.

Dr. Sawyer noted that there are a number of philosophical arguments - both pro and con - for charter schools, and offered some examples. Dr. Sawyer added that while he is not personally opposed to the concept of charter schools, the financial system poses a risk to SPS if more charter schools are made available, and as such recommended that the Committee vote to oppose Ballot Question 2 at its next meeting.

In response to questions from the Committee, Mr. Collins advised that in FY2016 SPS paid \$923,221 in tuition to Commonwealth Charter Schools for 73 students, at a net cost of \$860,011 after factoring in Charter Tuition Reimbursements and Facilities Aid.

The Committee expressed concern with the funding formula not being addressed or changed in the Question 2, and with the potential for promises around innovation associated with charter schools not being met. It was noted that the public would have two weeks to provide feedback to the Committee in advance of a vote at the School Committee meeting on October 5, 2016.

VII. Finance & Operations

A. Transportation: Annual Report

Mr. Collins and Mr. Stephen Rocco, Transportation, Safety & Security Coordinator, gave a report on transportation that included information on services and contracted providers, vehicles and routes, contract and rates, changes for 2016-17, ridership, state reimbursements, the FY 2017 budget, and future considerations. Changes for 2016-17 included an online payment option, a later registration deadline (June 30 versus June 1), and a fee increase from \$250 to \$275. The online payment option was well-received by parents and Mr. Collins noted that Mr. Eric Bauer, Data Specialist, was recognized recently with a Superintendent's Award for, among other things, his skillful work in setting up the online payment option. Mr. Collins also noted that ridership had increased by 151 students which indicated that there was no price sensitivity regarding the decision making to increase the bus fee. It was also noted that the average cost to transport a student is \$656, which is significantly higher than the \$275 fee charged for ridership. In response to a question from Ms. Fryc, it was noted that while credit cards and checks are accepted for payment, e-checks are not accepted at the present time.

A report that detailed registrations by month noted a spike in registrations in August, which is due to a number of late registrations but is also due to the large number of families who move to Shrewsbury during the summer. Dr. Sawyer advised that it might be helpful to work with local apartment complexes (which have the potential for many families to move in/out) in the summer months to encourage new residents to enroll as soon as they move to Shrewsbury. Dr. Sawyer also thanked Mr. Collins for his work regarding online payment as a way to enhance customer experience; Mr. Rocco for managing the workflow around transportation, AA Transportation, and the bus drivers.

B. Video Surveillance Expansion: Vote

Mr. Collins and Mr. Rocco gave a presentation on video surveillance that included a history of video surveillance at SPS, the current status of equipment and software, recent developments, a

proposed expansion plan, rationale, budget, funding mechanism plans, and an implementation timeline. Shrewsbury High School, Oak and Sherwood Middle Schools, and Parker Road Preschool currently have cameras, and new software was recently purchased that allows formerly stand-alone systems to be consolidated on a common backbone.

The proposed expansion and modernization plan would expand video surveillance to all schools except the Beal Early Childhood Center (which is currently undergoing a Building Committee Review) to deter crime, provide real-time access, and standardize equipment across schools. Two funding plans were described: one option includes a potential up-front purchase through SELCO with a three-year payback, and a second option includes a three-year phased implementation paid directly by the district. For both options, the facility rental revolving fund would pay for secondary school equipment and the Extended School Care revolving fund would pay for elementary school equipment.

Mr. Collins recommended that the School Committee vote to approve the video surveillance expansion and modernization plan and allocate up to a total \$180,000 from the Facility Rental Fund and \$120,000 from the Extended School Care Program to be paid over the next three-years to fund the project. Committee members acknowledged the need for enhanced security in schools. Dr. Sawyer thanked Mr. Collins and Mr. Rocco for their ongoing work on safety and security, and recommended approval of the plan.

On a motion by Mr. Wensky, seconded by Ms. Canzano, the Committee voted unanimously to approve the video surveillance expansion and modernization plan and allocate up to a total \$180,000 from the Facility Rental Fund and \$120,000 from the Extended School Care Program to be paid over the next three-years to fund the project.

VIII. Old Business

IX. New Business

A. Superintendent's Interim Goals: Vote

By mutual agreement, the evaluation of the Superintendent of Schools will change to encompassing the calendar year. In order to make this shift, the evaluation to be done in December 2016 will take into account the time period from June 2016 through December 2016. Dr. Sawyer will presented two interim goals that will go through December:

1. Student Learning Goal -By mid-December 2016, the superintendent will provide evidence that at least 80% of students at Shrewsbury High School will report having an increased understanding of the risks associated with substance abuse.
2. Professional Practice Goal - By mid-December 2016, the superintendent will provide evidence that he has made 100 or more classroom visits to observe teaching and learning.

To meet and measure Goal Two, Dr. Sawyer would try to make an average of ten school visits per week from now through December with principals, and to follow up on these visits with feedback via email. To meet and measure Goal One, Dr. Sawyer would work in concert with

other groups that are focused on this issue, and do an online assessment in December to see if students have a better understanding of the risks associated with substance abuse.

In response to clarifying questions from the Committee, Dr. Sawyer advised that he would get group feedback from the District Leadership Team members regarding his presence in the field as a way to measure value related to the second goal, and that his goals for 2017 evaluation cycle would be presented in January 2017.

On a motion by Mr. Wensky, seconded by Ms. Canzano, the Committee voted unanimously to approve the Superintendent's interim goals.

X. Approval of Minutes

On a motion by Mr. Wensky, seconded by Ms. Canzano, the Committee voted unanimously to approve the minutes of the School Committee meeting on September 14, 2016.

XI. Executive Session

XII. Adjournment

On a motion by Ms. Canzano, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 8:51 pm. Roll call votes were as follows: Ms. Canzano, yes; Mr. Wensky, yes; Dr. Magee, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Student Advisory Report
2. SHS Class Rank Report
3. Class Rank Study Group Slides
4. MA Treasurer Innovation Fund Grant Report
5. Charter School Question 2 Memo
6. Charter School Enrollment & Tuition Report
7. Transportation Report Presentation
8. Video Security Report Presentation
9. Superintendent's Goals Report



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **10/5/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing negotiations with represented and/or non-represented employees, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**

MEETING DATE: **10/5/16**